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ABSTRACT

This study examined the relationship of selected maternal variables to reading achievement and IQ in 19 black boys and girls from two first-grade classes. An interview schedule was used to assess the selected maternal behaviors; reading achievement was measured by the California Achievement Tests. Significant relationships were found between reading achievement and individuation of the child's personality and between individuation of the child's personality, concepts used by the mother, and IQ. Cognitive controls used with the child and maternal warmth were not significantly related to reading achievement or IQ. (Author/AA)

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SOME RELATIONSHIPS BETWEEN MATERNAL VARIABLES,
READING ACHIEVEMENT AND I.Q. FOR
LOW SES BLACK FIRST GRADERS

AN ABSTRACT OF A THESIS
SUBMITTED TO THE FACULTY
OF THE GRADUATE SCHOOL OF EDUCATION
OF
RUTGERS

THE STATE UNIVERSITY OF NEW JERSEY

BY

DOROTHY L. FLINT

IN PARTIAL FULFILLMENT OF THE

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OF

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JANUARY, 1977

ABSTRACT

The behavior of the mother has been related to reading achievement or intellectual development by several investigators.

The purpose of this study was to examine the relationship of the maternal variables: concepts used by the mother, individuation of the child's personality, cognitive controls used with the child, and maternal warmth to reading achievement and I.Q.

A maternal interview schedule was used to gain information on behaviors of the mother.

A modified form of the maternal interview schedule developed by Slaughter (1969) was used to assess maternal behaviors.

Reading achievement was measured by the reading section of the California Achievement Tests, 1970 Edition, Level 1, Form A; and I.Q. by the Short Form Test of Academic Aptitude.

The subjects were 19 black boys and girls from two first grade classes in a New Brunswick, New Jersey elementary school.

The hypotheses tested in this study were:

1. Patterns of maternal variables will be significantly related to reading achievement for low SES black first graders;
2. Patterns of maternal variables will be significantly related to I.Q. for low SES black first graders.

Spearman Rank Order Correlations were calculated to determine degree of association between maternal variables and standardized test scores for reading and I.Q.

Significant correlations were found between reading achievement and individuation of the child's personality, and between individuation of the child's personality, concepts used by the mother and I.Q.

Non-significant relationships were found between cognitive controls used with the child and maternal warmth for reading and I.Q.

The results of the study are to be viewed with caution due to the retrospective nature of recall for the maternal variables, and the degree of relevance of these behaviors to the low SES black families.

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CHAPTER I

THE PROBLEM

Introduction

The mother has been viewed by many as the child's first teacher. The methods she uses to socialize and to foster cognitive development in the child have a great and enduring effect on the way the child learns, and what he learns throughout, at least, the early years.

Many investigators have shown that a great number of low SES black children do not make adequate progress in reading. Many factors have been examined to account for this phenomena such as: the number of books in the home, the parents' educational level, parents' income, number of siblings, whether or not the mother works, as well as many others.

Other experimenters have examined some behaviors of mothers in their relations with their children to try to determine the process by which the achievement behaviors of their children are developed.

The research of this thesis will follow the latter type of study and will attempt to distinguish some maternal behaviors which seem to be correlated with achievement for these children.

Purpose of the Study

The purpose of this study is to determine which of several variables in the mother-child relationship are most highly correlated with success in reading for low SES black children.

An assessment will be made of the relationship to reading achievement and to I.Q. of some of the maternal variables investigated by Slaughter, who examined the relationship between seven maternal behaviors, I.Q., independence, and classroom behavior in a group of Head Start children. These variables include:

1. Concepts used by the mother in interacting with the child;
2. Individuation of the child's personality;
3. Cognitive Controls used with the child;
4. Maternal warmth.

This study will extend the research done by Slaughter to include a study of reading achievement as well as I.Q. A unique aspect of this study will be the inclusion of first grade black children, who are at an age where reading can be studied, rather than Head Start children.

Hypotheses

The hypotheses tested in this study are:

1. Patterns of maternal variables will be significantly related to reading achievement for low SES black readers.
2. Patterns of maternal variables will be significantly related to I.Q. for low SES black first graders.

Importance of the Study

The importance of the mother's behavior when interacting with her child has been recognized by many investigators, but not much is known about which maternal behaviors are most highly correlated with the child's achievement behaviors. The relationship between maternal behaviors and reading achievement has not been widely investigated, and it is hoped that this study may provide some additional information as to which maternal variables are most highly related to success in reading and to attainment of high I.Q., especially as they apply to black first graders.

Definition of Terms

Reading Achievement

In this study, reading achievement is defined as the total score including the vocabulary and comprehension subtest scores on the California Achievement Test, Reading, Level 1, Form A, 1970 edition.

I.Q.

I.Q. is defined as the I.Q. score obtained on the Short Form Test of Academic Aptitude, Level 1, derived from California Test of Mental Maturity Series, 1970 edition.

Socioeconomic Status (SES)

SES is defined by the Index of Status Characteristics as set forth by Warner (1960).

Limitations of the Study

The results of this study will be limited in generalizability to similar black low socio-economic status populations.

A further limitation results from the small number of subjects in the study which lessens the generalizability of the results.

Memory of actions taken by mothers who were interviewed may also contribute to the findings. Many of the questions in the interview schedule cover maternal and child behaviors which occurred three or four years before the interview.

In terms of generalizability and replicability, it is also important to note that the interviewer was a black female and a teacher of some of the children and familiar to the parents of most of the children.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

Many studies have been conducted to determine the relationship between maternal behaviors and various aspects of child behavior. Most of these investigators have been concerned with determining the maternal behaviors related to the development of intelligence in the child. Few have examined the relationship between maternal behaviors and the child's reading achievement.

For convenience the literature will be organized around the following:

1. Maternal behaviors and reading achievement;
2. Maternal behaviors and intelligence;
3. Sex differences;
4. Concepts used by the mother;
5. Individuation of the child's personality;
6. Cognitive controls used with the child;
7. Warmth towards the child.

Maternal Behaviors and Reading

One of the earliest studies to investigate the relationship between maternal behaviors and reading achievement in the child was conducted by Milner (1951). Milner hypothesized that high reading ability would be associated with high social status of the family

and that low reading would be associated with low social status in first grade. Through interview data she examined the parent-child interaction patterns of a group of black middle and lower class families. She found that high scorers were significantly more often from high status families and low scorers from low status families. In addition, parents of high scorers had more verbal interactions with their child, expressed their affection for their child in some overt manner, and used disciplinary techniques described as controlling, preventing, and prohibiting more often than physical punishment. Parents of low scorers had few verbal interactions with their child, showed little overt affection, and used physical punishment extensively in disciplining the child.

Miller (1967) examined the daily schedules of three social classes and related them to reading readiness and to first grade reading achievement. She collected data on the daily activities of middle, upper-lower, and lower-lower class families to determine the types of activities actually engaged in by these families. Schedules were examined to determine the schedule for preschool children which would be optimum with relation to their reading readiness. From a study of information from a number of child development experts, she concluded that a good daily schedule should include: many and varied activities that would add to the child's experiential background; provide many opportunities for parent-child interactions; provide for good cognitive development; encourage the development of a positive self-concept; and enable each child to develop independence.

Each daily schedule was rated against these standards. It was found that the daily schedules of middle and upper-lower class children were not significantly related to reading readiness or first grade reading achievement. However, reading readiness scores and reading tests scores for lower-lower class children were significantly related to their daily schedules. Lower-lower class children had the least desirable daily schedules and earned much lower mean scores on both readiness and reading achievement tests.

Hess (1968) conducted extensive research into the maternal behaviors of urban black mothers. Maternal behavior is seen by Hess as central to the development of the cognitive abilities, and reading achievement of urban black children. The focus of the study was the lower working class urban Negro. The first objective was to identify, in mothers of preschool children, specific behaviors which mediate between their environment and the development of cognitive ability and educability in their children.

The results showed that several maternal behaviors were significantly related to reading readiness and to reading test scores in first grade. These maternal behaviors include:

- (a) The amount of time the mother reads to the child and the number of persons in the home;
- (b) Total number of memberships in community organizations, feelings of effectiveness in dealing with the school and other institutions in the community, and feelings that life has opportunities to improve one's life;
- (c) Affective behavior of the mother;
- (d) Maternal control strategies;

- (e) Maternal language;
- (f) Maternal teaching styles.

Chance (1968) explored the interrelationships of three major sets of variables: (a) children's achievement performances, (b) children's attitudes toward and concern with achievement, and (c) maternal attitudes toward independence training and other more general attitudes toward child-rearing.

Boys' mothers who were more permissive and positive in their child-rearing attitudes, who favored earlier child independence, and showed more variability in their range of independence expectations had sons who performed higher in I.Q. and in standardized achievement test scores. Of the mothers of girls, those who were more permissive, had higher performing daughters. The relationship between specific achievement areas and maternal behavior showed that greater maternal permissiveness was associated with more effective reading, arithmetic, and spelling performance in children of both sexes.

Maternal Behaviors and Intelligence

The Berkeley Growth Study by Bayley and Schaefer (1964) is one of the major studies on the development of intelligence. A very large sample was used, and the study covered a period from age one month to age 18 years.

The authors found that mental test scores of boys age 1 to 12 months were negatively correlated with the maternal behaviors of equalitarianism, expressing affection, and related behaviors, but positively correlated with such variables as punishing, use of fear

to control and strictness. For girls the correlations were just the reverse. The mental test scores were positively correlated with the accepting-living variables and negatively correlated with the hostile behaviors.

Mental tests covering the period from 13 to 54 months show a tendency for the patterns to shift. Boys develop positive correlations with the maternal behaviors equalitarianism, there was no correlation with achievement demand and other forms of control, and the four year olds with irritable, rejecting, punitive mothers tend to make lower scores. The four year old girls' correlations remain much the same as were noted for the earlier period.

At ages 5-18 years, the boys' scores on intelligence tests correlated with the maternal behaviors of a loving, accepting mother. Mothers who with their infant sons were seen as anxious, irritable, using fear to control, strict, perceiving the child as a burden, punitive, and ignoring, had school-age sons whose I.Q.'s were in general below the group averages. The correlations for girls at school ages with early maternal behaviors appeared to break down completely, with one exception. The girls whose mothers were intrusive and concerned about health tended to make lower scores.

Intelligence was found to be highly stable after age four. The maternal behaviors studied were also rather stable over the years as were the relations between maternal behaviors and intelligence scores.

In a study by Bing (1964) verbal and non-verbal ability were examined in relation to certain maternal behaviors. High verbal intelligence was found to be fostered by the amount of playtime

mother had with infant, verbal stimulation of infant, mother's responsiveness to child's early questions, taking young child on outings, early reading to child, tutoring before school, and interest shown in child's good speech habits. Attainment of high non-verbal intelligence was fostered by non-verbal stimulation and freedom of exploration, permissive for object experimentation, availability to child of tools, gadgets, and lack of restrictions indoors and outdoors.

Moss and Kagan (1958) in one of the earlier studies of maternal behaviors examined the effect of early achievement demand on children 2-1/2 to 6 years of age. Early achievement demand may be defined as the degree to which the mother "pushes" the child's development beyond his abilities and her concern with his general achievement level.

The findings indicate that early maternal achievement demand facilitates boys' I.Q. at age 3, but not at age 6, and does not facilitate girls' I.Q. at either age. These findings are not in agreement with the findings on the effects of achievement demand in this age group in the Berkeley Growth Study (Bayley and Schaefer, 1964). Their findings indicate no correlation between achievement demand and mental tests at age three for either sex, but positive correlations for boys 5 years to 18 years.

Radin (1971) observed lower-class mothers interacting in their homes with their four year old children. She related the maternal warmth shown to the child to scores from intelligence tests given before entrance into a preschool program and at the end of the program.

The findings indicated that maternal warmth was significantly correlated with intelligence for girls as well as for boys at age four. This finding is in line with the findings of the Berkeley Growth Study. Maternal warmth was also significantly and positively correlated with motivation to achieve.

Slaughter (1969) assessed the maternal interactions of some Head Start children. She correlated the intellectual achievement, independence, and classroom behavior of the children with the maternal behaviors: maternal warmth shown by the mother, individuation of the child's personality, cognitive controls used with the child, concepts used by the mother, social interaction of the mother, cooperation of mother with the interviewer, and "Maternal Individuation." Maternal individuation is a composite of three of the variables examined. The variables which comprise maternal individuation are: individuation of the child's personality, cognitive controls used with the child, and concepts used by the mother.

Those behaviors viewed as more cognitively stimulating to the child, "Maternal Individuation," were most highly correlated with the children's intelligence test scores. However, all maternal behaviors studied were significantly and positively related to intelligence with the exception of cooperation with the interviewer which was negatively related to intelligence at a non-significant level.

Several maternal behaviors have been related to reading achievement and/or intellectual development. High levels of verbal interaction between mother and child, and maternal warmth were reported by most investigators reviewed to be significantly related to reading achievement. Maternal warmth has also been found to be significantly

related to intellectual development in the Berkeley Growth Study as well as by several other investigators. Other behaviors frequently related to intellectual achievement include: achievement demand and freedom of exploration.

Sex Differences

There is a growing realization that parents behave differently to the sex of their children, and that the same parental behaviors have different effects on children of different sexes. Why this is so is not clear, however, it seems to be related to cultural differences in views on the behavior expected from children of different sexes.

Bayley and Schaefer (1964) found major differences in correlations between maternal behaviors and mental test scores for boys and for girls at various age levels. Only during the years from 3-5 do maternal behaviors seem to have the same correlations with mental test scores for both boys and girls.

Bing (1964) found that many maternal behavior patterns and attitudes seem to influence boys' cognitive development, but not girls', and that some of the fathers' behavior patterns significantly affected girls' cognitive development, but not boys'.

Buck and Austrin (1971) found significant differences for the mothers of girls in that they expressed higher expectations, higher degree of satisfaction with accomplishments and higher minimal standards in the academic area than mothers of boys.

Chance (1968) noted differences in the effects of maternal behavior and attitudes toward developing independence in the child. Early independence training and variability in the range of expectations were correlated with achievement for boys, but not for girls.

Crandall, Dewey, Katkovsky, and Preston (1964) in a study of elementary school children, found that mothers of high achieving girls tended to set high standards for their performances and to be both less affectionate and less nurturant than mothers of less academically competent girls. They found no relationship between parental attitudes or behavior and boys' academic achievements.

Moss and Kagan (1968) point out different effects of maternal I.Q., education, and maternal attempts to accelerate child intellectual development on boys' and girls' I.Q. scores.

In a further exploration of the data of an earlier study, Radin (1974) compared the behavior of mothers of four year old girls with the behavior of mothers of four year old boys. Significantly more maternal restrictiveness with boys than with girls was found, but no significant difference in nurturance or total number of interactions. Maternal nurturance was significantly related to I.Q. for girls only. However, nurturance was related to motivation to achieve for both boys and girls.

The picture of differential sex related effects of maternal behaviors is unclear at this stage of the development of the research. Some contradictions are seen and further research is needed to clarify the relationships between parental and child behaviors.

Concepts Used by the Mother

This variable is concerned with the degree of concept development reached by the mother, and with the effect of the mother's conceptual functioning level on the emerging conceptual development of the child.

Concepts are the stored, organized effects of past experience. Harvey et al. (1961) suggest that concepts are critically important as a means of ordering experiences and environment, and of differentiating and integrating the many psychologically relevant facets of the environment.

As an individual has more and varied experiences, his structuring of concepts tends to be of a more abstract nature. The experiential background of the individual determines, to a great extent, his ability or inclination to think abstractly.

Slaughter (1969) suggests that lower-class members tend to think concretely as a result of cultural pressures. They tend to give predetermined, often stereotyped, solutions to immediate problems. She notes, however, that some members may through their own experiences be able to break out of this mold and to operate on a more abstract level.

The mother who has developed a more abstract conceptual level is more likely to be able to help her child reach a higher level of conceptual development than a mother who is, herself, operating on a low conceptual level.

Individuation of the Child's Personality

An individuating mother has a positive attitude about her child and his abilities, and permits him to express his ideas and solve his own problems with a minimum of help from her. She allows him enough freedom to explore his environment, but exercises sufficient control to provide for his safety.

Freedom of exploration is related to the development of non-verbal abilities. Bing (1964) found that while the number of toys a child had before school age was not significant to his non-verbal cognitive development, the freedom a child had in playing with these toys and in exploring his environment was significant in the development of non-verbal ability.

The latter findings are in agreement with Piagetian theory of concept development which suggests that concept development will be advanced by a stimulating environment and freedom to fully explore it.

The origin of intelligence goes back to the child's earliest experiences with objects at the sensorimotor stage of development. As he grows and develops, he continues to add to his knowledge and to expand his ability to deal with new experiences and through them develop greater cognitive ability.

This process is not limited to early childhood, but continues on a more complex level throughout life. However, the success the child has in his early explorations seem to be the basis on which all later intellectual development must be made and later intellectual development seems to be based on these early experiences.

Cognitive Controls

Hess (1968) suggests that a lack of cognitive meaning in the mother-child communication system is the central quality that leads to social, educational, and economic poverty in the deprived family. He theorized that the growth of cognitive processes is fostered in the family control system. A family control system which offers and permits a wide range of alternatives of action and thought fosters cognitive development, while systems of control which offer predetermined solutions and few alternatives for consideration and choice constricts such growth.

According to Bernstein (1961) control systems tend to be status-oriented, or person-oriented. In the status-oriented control system, a child is controlled by arbitrary rules, he is told what to do, but is given no reason for his actions, and no attention is paid to differences in individual needs. Person-oriented discipline, on the other hand, involves the child more directly in the decision making. The child is given information concerning the behavior expected of him and why it is necessary or desirable to take such action. With this type of control system, the language used by the parent and the child is more extensive. The concepts that the child is asked to deal with are more numerous, and the cognitive functions involved are more complex. As a result of such cognitive disciplinary behaviors, the child learns to analyze, compare, and project into the future the possible results of his actions.

The kind of interaction pattern that is developed by the mother seems to be of great importance to the child's development of self-control and to his cognitive development as well.

Maternal Warmth

The variable maternal warmth has been investigated by many researchers. It has usually been found to be highly correlated with achievement variables such as: I.Q. scores and reading achievement.

Radin (1971) viewed maternal warmth as: "...reinforcement physical or verbal; consultation with the child, or asking him to share in some decision; and sensitivity to the child, or anticipating his requests or feelings." (p. 1561)

Although some investigators have found greater maternal warmth to be associated with middle-class mothers, studies by Hess (1968), Radin (1971), and Slaughter (1969) found that maternal warmth was associated with greater intellectual development for lower-class children as well.

Hess (1968) found little difference between lower and middle-class mothers, on the average, in the warmth of their interactions with their children.

The level of warmth and nurturance of parents also seems to be related to motivation to achieve. Radin (1971), and Sears (1953) suggest that the greater the degree of nurturance, the greater the degree of identification. The child identifies with the mother and imitates her behaviors. As the child's cognitive capacities develop, he begins to perceive and absorb her belief system, values, and ideological positions as well.

Winterbottom (1958) tested the hypothesis that individuals with high achievement motivation will have been forced to master problems on their own more often and earlier than individuals with low achievement motivation. She found that earlier demands for independence

and competence by mothers were related to higher n achievement in 8-year old boys, as assessed in their responses to incomplete stories. However, teacher ratings of achievement did not indicate differences between her groups in actual school achievement.

A theory offered by Katkovsky, Crandall, and Good (1967) suggests that when parents are warm and nurturant, and reward their children's achievement efforts this encourages the child to try to achieve other goals. These achievement efforts expand the child's cognitive structures and lead to greater cognitive development.

Thus a greater degree of maternal warmth leads to greater motivation to achieve by the child.

Summary

Maternal warmth has been related to reading readiness, to reading achievement in first grade and to intelligence by many researchers. However, Bayley and Schaefer (1964) found no relationship between intelligence and maternal warmth for girls in the 5-18 year age group.

Achievement demand seems to be related to intelligence for boys only, and then only at certain ages. The findings in this area are somewhat contradictory with Bayley and Schaefer (1964) finding a relationship between achievement demand and intelligence in the 5-18 year age group, and Moss and Kagan (1958) finding achievement demand related to intelligence for boys at age three only.

Several other variables that relate to the degree of freedom the mother allows the child, and to the mother's feelings of effectiveness as a person are related to reading achievement and to intelligence.

In the area of reading achievement the variables that seem to be most crucial for high achievement center around the affective behavior of the mother and the communication between mother and child.

Intellectual development seems to be stimulated by the affective behavior and communication between mother and child, however, the added element of freedom and independence to grow and develop his own potential seems to also be very important to the child's intellectual development.

CHAPTER III

PROCEDURE

The data for this study were obtained by an interview with each mother to assess maternal behaviors, an aptitude test, a test of reading achievement and the Index of Status Characteristics. The sample studied and the procedures used will be described in this chapter.

Subjects

The subjects were 19 first grade students in a New Brunswick, New Jersey elementary school. The students were selected from two regular first grade classes and included 9 boys and 10 girls. Only the black students from each class were included in this study.

Originally there were 25 students in the sample. Six mothers were unable or unwilling to cooperate because of work schedules or family problems. However, these children's scores did not vary noticeably from those of the remaining student.

Collection of Data

The maternal behaviors sampled by the questions included:

- (1) Concepts used by the mother,
- (2) Individuation of the child's personality,
- (3) Cognitive controls used with the child,
- (4) Warmth toward the child.

A modification of the maternal interview schedule developed by Slaughter (1969) was used to assess both the early development and present child-rearing practices of the mother. (See Appendix A.)

Interrator reliabilities for the maternal variables used in the study were obtained by Slaughter (1969). The specific variables and respective reliabilities are as follows:

- | | |
|--|------------|
| 1. Concepts used by the mother: | <u>.94</u> |
| 2. Individuation of the child's personality: | <u>.90</u> |
| 3. Cognitive Controls: | <u>.93</u> |
| 4. Maternal Warmth: | <u>.97</u> |

All interviews were conducted by the author, who is a black female. Each interview was conducted in the home of the mother at a time when the child could be present. A letter was sent to introduce the study and to explain to the mother, in a general way, the purpose of the study. A follow-up phone call was made to request an appointment to conduct the interview. The mother was asked that the child be present during the interview. Padin (1971) found the interaction between mother and child, during the interview, to be a very important factor in determining warmth towards the child, and discipline techniques used with the child. Each interview was tape recorded to facilitate analysis of the interview data.

Achievement and Aptitude Tests

The reading test from the California Achievement Tests, 1970 edition, Level 1, Form A and the Short Form Test of Academic Aptitude were given. They were administered to the entire class, by the classroom teacher of each of the classes in the sample, on two consecutive

days in March, 1975 as part of the school district's regular testing program.

The California Reading Test has two sections, vocabulary and comprehension. The vocabulary section is divided into seven parts: recognition of the objects which words represent, discrimination of beginning sounds, discrimination of ending sounds, recognition of letters, discrimination of same or different words, choosing the word for the picture, and choosing the meaning for the word. The comprehension section is composed of four brief stories of increasing length and difficulty. The test results are reported as total vocabulary score, comprehension score, and total reading score. The total reading score will be used in the correlations for this study.

The 1970 edition of the test was standardized on a nationwide sample of approximately 203,684 students. The California Achievement Tests were standardized jointly with the Short Form Test of Academic Aptitude to facilitate comparison between achievement and academic aptitude. The reliability for the total reading was reported in Buros (1972) as satisfactory. The reliability for total reading is about .86.

Reports on the Short Form Test of Academic Aptitude indicate that validity is chiefly inferred, but a correlation of +.88 with the Stanford-Binet Test is stated, for an unspecified level and range. No information is given on reliability. The test is divided into language and non-language sections. One editor cites the use of a large amount of non-verbal material as a commendable feature of this test.

No information was given on the racial composition of the standardization samples used for the test.

Data Analysis

The method used by Slaughter (1969) was followed in this study. Answers to interview questions were examined for the presence or absence of the identified maternal behaviors. The final rating for a variable was obtained by a summation of those behaviors found present. A maximum score of "7" could be obtained by a mother on each variable with the exception of Variable I, on which a maximum score of "6" could be obtained. A final score of "0" would indicate all behaviors within the variable coded absent. Comparisons of the protocols obtained in this study were made against sample responses in the Slaughter (1969) study. The selected variables and responses in Slaughter (1969) are presented in Appendix B.

In order to determine if there were any differences between the means of the reading and aptitude tests, t-tests were obtained. Correlations between each maternal variable and the reading and intelligence tests were calculated by Spearman Rank Order Correlations.

CHAPTER IV

FINDINGS AND DISCUSSION

Introduction

The findings in this section deal with descriptive qualitative data and statistical analysis in order to answer the questions posed in the two hypotheses as to the extent of the correlations between maternal variables and reading achievement, and maternal variables and I.Q.

Presentation of Data

Table 1 contains the means and standard deviations of the subjects' scores on the California Reading Test, and the Short Form Test of Academic Aptitude. Neither the means of the reading test, nor the means of the aptitude test, were significantly different for boys than for girls. However, the level of reading achievement for girls was somewhat higher than for boys.

Since there was no statistically significant difference between the black boys ($N = 9$) and girls ($N = 10$), the two groups were treated as a total group of 19.

The correlations between the maternal variables studied, reading achievement, and I.Q. are presented in Table 2. Individuation of the child's personality by the mother was the only variable that showed a significant correlation with reading achievement. Concepts used by

TABLE 1

COMPARISON OF READING AND I.Q. FOR BLACK
BOYS AND GIRLS IN GRADE 1

Standardized Tests	Boys		Girls		t*
	Mean	s.d.	Mean	s.d.	
California Reading (Grade)	0.7	0.2	1.2	0.6	1.58
Academic Aptitude (I.Q.)	88.4	8.8	90.3	9.3	1.46

*t value of 2.11 needed for the .05 level of confidence.

the mother was also correlated with reading achievement, although this correlation did not reach significance at the .05 level of confidence.

Table 2 also shows the two variables, concepts used by the mother, and individuation of the child's personality were significantly related to I.Q. Warmth towards the child and cognitive controls used with the child were not significantly related to reading achievement or to I.Q. in this study.

The findings in this study are that maternal variables can be significantly related to child achievement.

The findings concerning the hypotheses on which this study was based are:

- (1) Hypothesis 1--Patterns of maternal variables will be significantly related to reading achievement for low SES black readers.

In view of the findings this hypothesis is partially sustained. Individuation of the child's personality by the mother was found to be significantly related to high performance reading.

- (2) Hypothesis 2--The patterns of maternal variables will be significantly related to I.Q. for low SES black children.

Two of the four maternal variables studied were significantly related to I.Q. scores. Concepts used by the mother, and individuation of the child's personality had values of .46 and .46 respectively which were significant at the .05 level. The other variables, cognitive controls used with the child, and warmth towards the child, had very low correlations.

TABLE 2

RANK-ORDER CORRELATION OF MATERNAL VARIABLES
TO CHILDREN'S ACHIEVEMENTS (TESTS)

Variables	California Reading (N = 19)	SFT Academic Aptitude (N = 19)
Concepts used by the mother	.35	.46*
Individuation of the child's personality	.42*	.46*
Cognitive controls used with the child	.05	.03
Maternal warmth towards the child	.17	.06

Correlations of .39 are significant at .05 level.

* $p < .05$

These findings are sufficient to conclude that hypothesis 2 is partially sustained. The pattern of maternal variables associated with high I.Q. in this study include: the use by the mother of more abstract concepts, and a high degree of individuation of the child's personality. These mothers, however, were no more likely to use cognitive controls with their children, nor to show more warmth towards the child than mothers of children with low I.Q. Some relevant demographic data is presented in Tables 3 and 4.

Table 3 summarizes the educational level of the mother for the boys and girls used in this study. The average years of education for these mothers was 11.6 years with a range of 8-13 years.

Table 4 presents the working status of mothers as well as the absence of fathers. Where fathers were present in the home, mothers were more likely to be working than in homes where fathers were absent.

Discussion

Individuation of the child's personality was significantly related to both reading achievement and I.Q. This variable explored the extent to which the mother treated the child as an individual and permitted him to develop his own personality by allowing him the freedom to explore his environment.

Individuation as a maternal variable has been studied previously only by Slaughter (1969) who found it related significantly to I.Q. However, the concept of freedom of exploration and experimentation was studied by Bing (1964) who found that it was significantly related to the development of non-verbal I.Q. Piaget has stressed the importance of freedom of exploration to concept development.

TABLE 3
YEARS OF EDUCATION OF MOTHERS ACCORDING
TO SEX OF CHILD

Sex	N	Range	Education (Years) Means	s.d.
Boys	9	8-13	11.5	2.5
Girls	10	8-13	11.8	1.9
Total	19	8-13	11.6	

TABLE 4
WORKING STATUS OF MOTHER AND FATHER ABSENCE

=====				
PERCENTAGE				
Work Status	N	Father Present in Home	Father Absent from Home	Total
Mother Working	10	42	10	52
Mother not working	9	5	42	47
Total	19	47	52	99
=====				

Children of mothers who had developed a more abstract conceptual functioning level tended to reach higher levels of I.Q. However, concepts used by the mother was not significantly related to higher reading achievement. Slaughter found concepts used by the mother correlated significantly with mental age.

Children of mothers scoring high on the variable cognitive controls used with the child were no more likely to score high in reading or I.Q. than were children of low scoring mothers. The number of subjects in each group was too small to permit analysis of the significance of the difference between the reading scores of children of high scoring mothers and the reading scores of the children of low scoring mothers. The Spearman Rank Order correlation showed little relationship between the cognitive controls used by the mother and the child's achievement. The correlation coefficient was .05.

Cognitive controls have not been widely studied. However, Slaughter (1969) found it to be significantly related to I.Q. scores for both girls and boys. Hess (1968) reported that mothers used both person-oriented and status-oriented discipline techniques. This seems to be the case with the mothers in this study. The difficulty in assessing the effect of cognitive controls lies in the fact that mothers in this study did not favor, overwhelmingly, one approach over the other. Most mothers seemed to use both almost equally with only a few mothers clearly favoring either person-oriented (cognitive controls), or status-oriented discipline. This may be related to the finding by Radin and Kamii (1965) that although lower-class black mothers accept middle-class values, cultural pressures

or their own upbringing may interfere with their ability to fully implement these beliefs.

An unexpected finding of this study was that maternal warmth was not significantly correlated with achievement in reading or I.Q. performance. In view of the findings by Bayley and Schaefer (1964), Hess (1968), Milner (1951), Radin (1971), and Slaughter (1969), a significant correlation had been expected. Most of the studies that found maternal warmth to be highly correlated with achievement were conducted on preschool children. It may be as Bayley and Schaefer (1964) findings suggest, that these correlations hold for boys and girls before school age, but that after school age they hold only for boys. The finding in this study that mothers of boys scored higher than did mothers of girls on maternal warmth suggest possible corroboration of that data.

Statistical analysis of sex differences of maternal behaviors was not made because of the small size of the sample. However, some interesting differences were evident. Mothers of girls scored higher on every maternal variable except maternal warmth.

The mothers in this study tended to have more education than the average found in other studies of lower-class families. The average years of education for these mothers was 11.6 years. (See Table 3)

Fourteen of the nineteen mothers in this sample had completed high school. Of these, six had completed a year of schooling beyond high school. This extended education might appear to place some of the mothers outside the scope of this study, however, Warner (1960)

found that education had the lowest correlation with social-class placement of any of the characteristics in his Index of Status Characteristics.

Table 4 shows that the mother whose husband was in the home was more likely to work than the mother without a husband in the house. It seems that for the lower-class mother in this study, the one who has a husband tends to find work outside the home, while the mother who has no husband to help her is less likely to get a job. Perhaps the mother without a husband is unable to find a job that would enable her to give up her welfare support. Without a husband, it may be more difficult for a lower-class mother to work than for the lower-class mother who has a husband.

However, whether or not the mother works does not seem to be significantly related to academic achievement. In a study by Wallston (1973) there were no consistent effects of maternal employment found with school age children, although both satisfied working and non-working mothers appeared to be "better mothers" than their dissatisfied counterparts. There is some evidence that lower-class children, especially boys, of working mothers show higher achievement than those of non-working mothers, while the reverse relationship holds for upper middle-class children. The employment or non-employment of mothers does not appear to be a significant factor in school achievement.

CHAPTER V

SUMMARY, CONCLUSIONS AND IMPLICATIONS

The findings of this study seem to indicate that the low SES black mother whose behavior most nearly approximates that of middle-class mothers are most likely to have children who succeed in reading and have higher I.Q.'s.

The behavior of the lower-class mothers in this study which were associated with success in reading are similar to behaviors which have been found to be most often associated with middle-class mothers. These behaviors include: encouraging or allowing the child to develop his own personality, greater use of abstract concepts, and being supportive of the child's independent achievement efforts (Bing, 1963; Hess and Shipman, 1965; Bayley and Schaefer, 1964).

Some of the behaviors that were related to achievement in the study by Slaughter (1969) were not found to be related to reading achievement or to I.Q. in this study. On the whole, it can be said that a mother, in this study, who was highly individuating was more likely to have a high performing child than was a low individuating mother whether or not she also used abstract concepts with the child, used cognitive controls, or showed much warmth toward her child.

The finding that the children of low SES black mothers who exhibited more "middle-class" behavior scored higher on reading and aptitude tests is not surprising when we consider that the tests are geared to middle-class standards. The implications of this finding

can be viewed in different ways. One view would see the results as an indication of the need for programs aimed at changing the behavior of low SES mothers to more middle-class behavior. Another view, however, would see the results as an indication that an inadequate method of investigation was used since the maternal behaviors were examined only as they met or deviated from the norm of middle-class behavior.

Further Research

Blacks have been studied extensively, but usually in terms of the degree to which their behavior deviates from the white middle-class norm. Baratz and Baratz (1970) suggest that there is little descriptive data from research to tell us who the lower-class black mother is and what she does. To learn what low SES black people are like, they must be studied objectively in terms of the behavior observed, how the observed behavior is functional within the culture of the community, and which of the observed behaviors seems most likely to serve effectively as a vehicle for learning in the school setting.

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APPENDIX A

APPENDIX A

MATERNAL INTERVIEW SCHEDULE*

1. What is an ordinary day like for you and your child?
2. What time during the day does your whole family have a chance to get together?
3. During an average week, what are the kinds of activities your child may do, alone, or as part of the family?
4. How does your child differ from his other brothers and sisters (or other children, if this is an only child)?
5. How do you think your child compares with other children in this school?
6. (a) Are there a number of children in your neighborhood that your child regularly plays with?
(b) What kinds of games do they play? Where?
(c) Where and what does your child play when he plays alone?
7. (a) Can you tell me what restrictions you place on your child's play?
(b) Are there places he cannot play in the house, children he cannot play with, toys you don't allow him to use?
8. What ages do you personally prefer children? Why?
9. (a) Do you have as much time as you would like to do things together with your child?
(b) What do you usually do (would you do) when you are together?
10. Would you say that your child is more, about the same, or less curious than other children of his age?
11. What do you usually do when your child asks you a question you don't want to answer?

*Items were selected by Slaughter (1969) from a larger interview form used in her pilot study.

15. (a) Do you now have assistance in caring for your child during the day?
- (b) Who and with what do they help you?
16. (a) (If husband present) How does your husband help you in caring for your child?
21. (a) What does your child do when he is happy?
- (b) What does he do when he is angry?
22. (a) At the present time, how close a relationship do you and your child have?
23. Is your child a little fearful? Of darkness, dogs, etc.?
24. (a) Can you leave your child alone?
- (b) For how long a time?
25. (a) When did your child begin to do such things as:
 - (a) Dress or undress himself completely on his own;
 - (b) Pick up his own toys and take care of them;
 - (c) Make friends with and play with other kids completely on his own;
 - (d) Make his own breakfast himself;
 - (e) Do regular tasks around the house;
 - (f) Settle by himself an argument with an older brother or sister; (or child);
 - (g) Read stories alone without your help;
 - (h) Take part in your adult interests and conversations with friends.
 - (i) Earn his own spending money?
28. In general, what do you feel your child needs to know in order to get along in this world?
29. (a) Does your child know that he is a Negro?
- (b) How did he find this out?
- (c) Do you plan to tell your child this directly when he is older, or do you feel it is better for him to learn this indirectly later on?

30. As a member of a minority group, I know you and your family may have some problems because of this. Can you tell me about a few of them, particularly as they affect your family's life in this neighborhood?
31. (a) What do you usually do when your child interrupts you when you are in conversation with other adults?
(b) Do you agree with the adage: "Young children should be seen and not heard?"
32. Has the way your mother raised her children affected the way you try to train your own?
33. Think about the last time your child did something that pleased you. Name it.
34. (a) Think about the last time your child did something that really made you angry? Name it.
(b) Did you do anything at the time to show him that you were annoyed with him?
(c) What did you do?
35. Do you ever tell your child so-and-so is a good person for you to be like?
36. When you have to punish your child, are you most likely to:
 - (a) Put him to bed without supper.
 - (b) Put him in a room by himself for a while.
 - (c) Give him a good whipping.
 - (d) Tell him he should be ashamed of himself.
 - (e) Give him a good slap.
 - (f) Tell him you don't love him when he's bad.

Which are you least likely to do?

37. (a) Did you prepare your child for his first day in kindergarten?
(b) What did you tell him to expect?
38. Suppose this were to be your child's first day in first grade. Can you tell me exactly what you would tell him?
39. Here are a series of situations which may have happened to you and your child. Tell me how you have handled them (or would):
 - (a) Your child refused to eat all his dinner, although you know he is not sick.

- (b) You tell your child not to play too far away from the front of the house; later you look for him and find that he is at least a block away.
 - (c) You tell your child it is bedtime; he whines that he wants to stay up and watch T.V.
 - (d) You catch your child masturbating.
 - (e) You leave your child with a babysitter and when you come home she tells you he gave her a rough time.
 - (f) You refuse to buy your child some candy or a toy and he tells you he doesn't like you anymore.
 - (g) Your child sassses his father in front of you.
40. Think back to your own childhood. Did you achieve what you wanted? Why or why not?
41. Are there ways in which you would like to see your child's childhood differ from your own?
42. (a) How far in school would you like to see your child go?
- (b) How far do you actually expect him to go?
- (c) What do you think he will need to do in order to get this far?
- (d) In general, what do you think would be a "Good Life" for your child to have once he becomes an adult?

APPENDIX B

APPENDIX B

MATERNAL VARIABLES, INDICATORS, MATERNAL INTERVIEW ITEMS,* AND SAMPLE RESPONSES USED IN THE MAJOR STUDY

Indicators	Questionnaire Items	Sample Responses ^a
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Variable 1: Concepts used by the mother

(1) The mother voluntarily considers alternatives in the solution of some hypothetical child rearing problems, versus The mother appears able to see only one "right" solution to the problem with little or no thought to alternatives ones.	Here are a series of situations which may have happened to you and your child. Tell me how you have handled them (or would): (a) Your child refuses to eat all his dinner, although you know he is not sick; (b) You tell your child not to play too far away from the front of the house. Later you look for him and find that he is at least a block away; (c) You tell your child it is bedtime; he whines that he wants to stay up and watch TV; (d) You leave your child with a babysitter and when you come home she tells you he gave her a rough time; (e) You catch your child masturbating; (f) You refuse to buy your child some candy or a toy and he tells you he doesn't like you anymore; (g) Your child sasses his father in front of you. (Item 39)	The following response was reported for a (+) rating: To Item 39 (a-g): (a) Well, if she feels good I never feel good to make her eat. I feel that if she is hungry she will come back for it. (b) I go and get her and probably spank her and warn her not to do it again. (c) Well, if it's during the weekdays and I tell her it is time, I expect her to go to bed right then. If it is on the week-end, I will allow her to stay up a little later. (d) First, I would hear the sitter's side and warn her that if it continued I would spank her. (e) Well I would not spank her. I would sit down and talk to her and tell her not to do it. If she is caught a second time, I would spank her.
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(f) I'd explain that I couldn't afford it if it was an improper toy. At other times I'd ignore her because I know that it isn't true. (g) Response not recorded.

The following response was reported for a (-) rating:

To Item 39 (a-g):

(a) Nothing (meaning mother would say or do nothing). (b) Nothing, never done it (i.e., the child). (c) Just put him right on to bed. (d) Just talk to him. (e) Tell him he shouldn't do that. (f) He don't tell me that. Tells me that he is going to run away sometimes. (I: what do you do then?) Nothing. (g) He shouldn't talk back to his father (mother would tell child this), that's all.

The following response from a more verbal mother was also coded (-).

(a) If she refused to eat and I knew that she was well and had eaten a good breakfast and a good lunch and enough dinner, she could leave the food and get ready for bed because she needs the rest (laughs). I

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Indicators	Questionnaire Items	Sample Responses ^a
(2) The mother can assume an attitude of the "mere possible" where indicated, and plan ahead to future events and possible	In general, what do you feel your child <u>needs to know</u> in order to be able to get along in this world? (Item 28)	don't know what rest has got to do with eating but it works out all right. (b) She gets a good spanking and is left to play outdoors where I told her at first. (c) She don't ask to do that. She is good about going to bed. I'd say, "I'm sorry, but it is time for you to go to bed." (d) I don't know because I think it would be out of proportion to Liz. (e) I tell her no, no, that's not to be played with and then I explained to her the reason why. (I:x) Because that's part of your body that you can set up irritations in. It worked with my son. He sometimes played with the neighbor a lot and then he stopped it. (f) I would say, "I'm sorry. When you feel better towards me you can understand why I am doing this." Then later I would explain the reason. (g) I would leave it up to him and if he didn't do anything that's when I would speak to her. The following responses were recorded for a (+) rating: To Item 28:

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courses of action, versus

The mother is not oriented toward planning for the future, either with regard to herself or the members of her family.

Suppose this were to be your child's first day in kindergarten. Can you tell me exactly what you would tell him?
(Item 39)

(How far in school would you like to see your child go?) What do you think he will need to do in order to get this far? In general, what do you think would be a "Good Life" for your child to have once he becomes an adult? (Items 42c, 42d)

He should know to try to understand people. Be able to treat people right. Be able to give. And don't know everything and think nobody else knows anything. (I:x) Don't get mad at people because they may know something that he don't know.

To Item 38:

I would give him the name of the teacher. That the teacher would teach him a little song. That he would rest on a little rug. He would learn to fingerpaint and draw, that he would learn different things.

To Items 42b-42d:

Finish college. . . . Be interested in school. . . . Well as long as he was doing something he liked. That would be a good life. If he is successful in school that would be a good life as far as I'm concerned.

The following responses were recorded for a (-) rating:

To Item 28:

Kind of got me. (Looks puzzled.)

Indicators	Questionnaire Items	Sample Responses ^a
		Well, I don't try to understand it myself. (I: In general, what do you feel your child needs to know in order to be able to get along in this world?) I don't know other than having an education. (I: Anything else?) (Smiles.) That's one thing that will help him. (I: Anything else?) And to know more about the Bible, and to obey God. (I: What else?) That's about it. To Item 38: I really don't know. (I: Could you tell me what you think you would tell him?) Well, I don't know as all they do is mostly play anyway. To Items 42b-42d: Go through college. . . . I don't know. (I: Could you tell me what he needs to know in order to get that far?) I don't know. Not to drop out. He asked about whether he would go later. (I: Anything else?) I really don't know. He's ambitious. . . .I'd like to see him with a nice job. And married.

		(I:x) I haven't thought too much about this.
(3) The mother perspective upon the experiences of herself and her family in the immediate present and the past, and can use this to provide solutions to problems presented to her, versus The mother has little perspective upon the direction of her own life or the lives of the members of her family.	Has the way your mother raised her children affected the way you try to train your own? How? (Items 32b, 32c) Think back to your own childhood. Did you achieve what you wanted? Why or why not? (Items 40b-d) Are there ways in which you would like to see your child's childhood differ from your own? (Item 41)	The following responses were recorded for a (+) rating: To Item 32 (b,c) (b) No. (c) Cause I tried to do everything different. I had a very prejudiced mother. (I:x) Well, she just . . . I guess, . . . she was sort of . . . when she made up her mind she didn't change. After my sister's accident she sort of lost interest. (The mother had previously explained that an older sister of hers had died and this seemed to have some effect on the mother's personality. She became more quiet and would say that God was a vengeful God.) To Item 40 (b,c): (b) No. (c) Because one thing I lost out on an education, didn't have the proper raising, find out ten years later. (I:x) No, that's it, nobody to help me. To Item 41:

Indicators	Questionnaire Items	Sample Responses ^a
		Yeah, I would like to see her with a good education. I would like to see her make something out of herself. (I:x) No. The following responses were recorded for a (-) rating: To Item 32 (b,c): (b) Yes. (c) I'm a lot more like her, but she was too strict. Just too strict. To Item 40 (b,c): (b) No. (c) Like all the rest of them I got married and that stopped that. To Item 41: Yes, to be more active than I was, because I didn't have the opportunity to do those things.
(4) The mother can compare two items or classes of events on demand, versus	How does your child differ from his other brothers and sisters (or other children, if this is an only child)? (Item 4)	The following responses were recorded for a (+) rating: To Item 4:

The mother has difficulty comparing any two items or classes of events.

How do you think your child will compare with other children in this preschool project? (Item 5)

How would you describe your own mother's approach to raising children? Has the way your mother raised her children affected the way you try to train your own? (Item 32)

Are there ways in which you would like to see your child's childhood differ from your own? (Item 41)

He's more friendly, much more pleasant and he's not bashful. His likes are a little different but they all like to go. He's a little stubborn. He won't take orders from the other children.

To Item 5:

No, I don't think he'll be more shy. He seems to be more relaxed. Anything new fascinates him.

To Item 32:

My grandmother raised us. My mother and father separated when we were small. My mother is more or less short patience. She doesn't have much patience with children. She's good to them and everything, but just short patience. . . . I wished I could be more like her. They seem to have more heart. We mothers these days seem to be more soft hearted.

To Item 41:

Yes, environment of living better. We never had much but we always had plenty of food. Good school and education. I hope that me and my

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Indicators	Questionnaire Items	Sample Responses ^a
		husband can stay together and raise our children because I didn't have a mother and father to raise me. The following responses were recorded for a (-) rating: To Item 4: I haven't paid any attention. (I:x) He is bossier than the rest of them. (I:x) He wants to have everything his way and he thinks he should get everything I give the other children while he is in school. To Item 5: He gets along with kids all right. (I:x) I think he will be about average. To Item 32: When grown people was there we had to go into another room. We couldn't interrupt in their conversation. We had things to do. (I:x) We had to work for extra money. Yes, I try to raise mine about the same.

		To Item 41: Yes, better things in life than what I had. (I:x) Try to make as many of his school activities as possible.
(5) The mother thinks in terms of the age-appropriateness of her child's behaviors, and so does not see him as little more than a miniature adult to whom she responds, versus The mother does not think in terms of the age-appropriateness of her child's behaviors, nor of her responses to him.	When do you think your child will be old enough to do such things as: (a) dress or undress himself completely on his own; (b) pick up his own toys and take care of them; (c) make friends with and play with other kids completely on his own; (d) make his own breakfast himself; (e) do regular tasks around the house; (f) settle by himself an argument with an older brother or sister; (g) read stories alone without your help; (h) take part in your adult interests and conversations with friends; (i) earn his own spending money? (Item 27) What do you usually do when your child asks you a question you don't want to answer? (Item 11a) What do you usually do when your child interrupts you when you are in conversation with other adults? (Item 31a)	The following responses were reported for a (+) rating: To Item 11a: I always wait until you'll be a little older and mommie will explain it to you. To Item 27: (a) She does that now. She started about three years ago. (b) She'll pick them up when I tell her to. I'll give her another year or so. (c) She does that now. She doesn't have trouble getting acquainted with the younger ones or the older ones either. (d) She can't (?) fix cold cereal but not using the stove. (e) About six years old. I think she'll be capable of doing little odds and ends like driving the silverware and taking out the trash. (f) Maybe about a couple of years. Because she understands now that

Indicators	Questionnaire Items	Sample Responses ^a
		they shouldn't argue. (g) Maybe another year. Maybe by then she'll be able to spell and pronounce the words. (h) When do they start? Oh, boy! About a year and half or two years from now. I should say now because she can talk with my aunt like two grown-ups now. (i) She does a little chore around here now. I give her a nickel. She makes the bed, picks up the paper, and she doesn't spend her nickel, but saves it. To Item 31a: I always tell them they are not supposed to interrupt when I am talking. (Respondent later adds: It all depends on what you are talking about.) The following responses were reported for a (-) rating: To Item 11a: Well, I say, "Ask your Daddy when he comes home." To Item 27:

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		(a) Dresses himself now. He started at age three. (b) He does that now. He started at age two and a half. (c) Age five. (d) About age twelve. (e) He does that now. He started at age four. He takes out the garbage for me, every morning. (f) About eight. (g) About six. (h) Not ever. I don't feel that he should ever take part. (i) When he gets a paper route--about ten or eleven years old. To Item 31a: I tell him to wait until I get through talking. <u>Note:</u> A more definitive (+) coding would be the mother who states that she consciously attempts to answer her child's questions in terms he can understand in response to 11a.
(6) Generally, the mother is able to take the role or position of another person (e.g., child, other family members, interviewer) and does not assume that what she states is easily or always understood, versus	Do you agree with the adage: "Young children should be seen and not heard?" (Item 31b)	The following responses were recorded for a (+) rating: To Items 31a, 31b: Most of the time I ask them to wait. If it seems important, I will

Indicators	Questionnaire Items	Sample Responses ^a
The mother appears to assume there is little or no need for explanation to others.		listen. . . . No. Well, I think it is very important to listen to them because they have their own opinions. The following responses were recorded for a (-) rating: To Items 31a, 31b: I tell him to go and play. I send him out of the room. I don't believe in children listening to adult conversation. . . . Yes, mamma! I'm a firm believer that a child should have his place.

Variable 2: Individuation of the Child's Personality

(1) The mother sees her child as quite distinct from other siblings in the family (or other children in general), and so characterizes him on more than one personality trait, versus The mother reports she sees her child as being just like all the other children and may indicate	How does your child differ from his other brothers and sisters? (Item 4)	The following response was recorded for a (+) rating: To Item 4: He is very active and more determined and alert. He seems to understand and remember better than they.
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she makes a point to treat him
as such.

The following response, from a
more verbal mother who described
her child negatively, was also
recorded for a (+) rating:

To Item 4:

I have a very peculiar child.
He's determined to have his way.
His grandmother spoiled him. When
I say peculiar, you can never say
how he will react to anything.
(I:x) He is more determined than
children I have come in contact
with. (I:x) He doesn't mind
getting spanked. He will talk back
and even though I threaten him, he
still will do what he wants to do.
He has a bad temper.

The following response was re-
corded for a (-) rating:

To Item 4:

Um (pause), I haven't paid too much
attention. They both like the same
things. (I:x) Well, I don't know.
She's kind of shy first, until she
gets to know you.

The following response, from a
mother who described her child in
positive terms, was also given a

Indicators	Questionnaire Items	Sample Responses ^a
		(-) rating. To Item 4: I would say he is real affectionate. (I:x) There are many things really. That's enough I guess. He is a little more shy I think.
(2) The mother anticipates that her child will differ in some ways from other children in preschool and kindergarten, versus The mother does not anticipate that her child will differ, either positively or negatively, from other children in preschool or kindergarten.	How do you think your child will compare with other children in this preschool project? (Item 5)	The following response was recorded for a (+) rating: To Item 5: I think he will be able to do well, keep up with them and pick up things fast. He is not shy and is quite active and outgoing in his personality. He will ask loads of questions. The following response was recorded for a (-) rating: To Item 5: Oh, she just loved it. I'm glad she liked it. Cause it wouldn't be worth it if you had to fight with her to get up. But she gets up and

		gets ready to get on the bus.
(3) The mother envisions her child as quite capable of being independent, as indicated by her pleasure in seeing him do things for himself, versus The mother sees her child's behavior primarily in terms of whether it pleases or displeases her, rather than in terms of his own development.	When do you think your child will be able to do things like make friends with and play with other kids completely on his own? (Item 27c) Think about the last time your child did something that pleased you. Name it. (Item 33a) Think about the last time your child did something that really made you angry. Name it. (Item 34a)	The following responses were recorded for a (+) rating: To Item 27c: Four years, no, when she was three. To Item 33a: She pleases me by not pestering me to get on the bus. She be ready when he comes. And she seems so happy when she come home. He (the busdriver) let her off across the street and he waited to see her cross in front. She waved at everybody and seems happy. To Item 34a: Well, (pauses) oh yes, she didn't make it to the bathroom but that wasn't too bad. One day I told her I wasn't going to take her to the beauty parlor and she got mad and started screaming, "I want to go to the beauty parlor." But I told her she wasn't going to boss me, I wasn't going to take her.

Indicators	Questionnaire Items	Sample Responses ^a
		The following responses were recorded for a (-) rating: To Item 27c: Quite old unless he gets rid of the problem he has now. To Item 33a: When he goes to school by himself and comes home by himself. He pleases me a lot that he knew the way home. To Item 34a: Now what was that no later than yesterday. He was crying and screaming. Someone had hit him, he just cries all of the time. I don't know what is wrong with him. He is worse than the twins.
(4) The mother's description of her child's interests and activities distinguish him readily from those of other children, versus The mother's descriptions of her	During an average week, what are the kinds of activities your child may do, alone, or as part of the family? (Item 3) Are there a number of children in your neighborhood that your	The following responses were reported for a (+) rating: To Item 3: She likes to play games. She will get them and play in the living

child's interests and activities are not specific enough to distinguish him from any of a number of other children.

child regularly plays with?
What kinds of games do they play?
Where? Where and what does your child play when he plays alone?
(Item 6)

room and such on the floor. I take her games in the family room while I am working. She is just a mama's girl. She loves to cut out pictures and paste them on things. She likes to do that. These things are good for her. (I:x) That's all. . . . Yes, she will take her books and look at them quite a lot. And sometimes she will just carry them wherever she goes. . . . Possibly about one and a half to two hours. She likes to look in catalogues, too. She likes her blanket too. When she goes out she can do without it, but when she is at home she wants it. She just carries it with her. The doctor said not to take it away. I am trying to gradually get her accustomed to do without it by gradually reducing the blanket. I figure that when it gets to be about an inch and a half in size, then she won't want it. My husband gets angry with me about it, because he thinks that I am pampering her by letting her have it when she is in the house. I don't feel that way about it.

To Item 6:

Indicators	Questionnaire Items	Sample Responses ^a
		There is just one little girl about her size that she just loves to play with and she lives a couple of doors away. . . . Uncle Wiggley, Crazy Animals, Jack Stones. She can't understand this game of Jack Stones, but she will get at it anyway. (I:x) She likes to play ball with the big ball outside. Sometimes they play hide-and-go-seek in the basement and they play ring-around-the-rosy and jump rope They play out front most of the time and in the play room downstairs. . . . She will either be in the living room, or the play room or the back yard. . . . Feed the animals. Outside she will play on the swing or she will play with the dog unless he starts jumping too much. She also plays with her doll. She has two, but she doesn't want them to get dirtied up. (I:x) She likes to take her doll buggy outside. The following responses were recorded for a (-) rating: To Item 3: Well, during the week play with

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baby dolls and toys and things,
ride her bike, play with her little
jump rope. . . . Uh, huh, I'd say
about one half hour.

To Item 6:

Not that she plays with all the time
because we just moved her. . . .
Her dolls and her jump rope.

The following responses were re-
corded for a (-) rating from a
more verbal mother:

To Item 3:

Oh my God. Nothing. She is home.
She plays with girls in the neigh-
borhood. Someone takes her to the
park. She doesn't have any other
activities. She didn't know how
to play with other kids until
the family moved here. Over Dodge
(street), there weren't many kids
her age. What kids there were,
were always fighting. That's one
reason I'm glad I moved from over
there. (x) She watches T.V. until
a certain time, until it's time for
her to go to bed. . . not very long.
She can't read or nothing, but
she'll get a book and look at it,

Indicators	Questionnaire Items	Sample Responses ^a
		especially if it has big pictures. She knows her ABC's. I think. She is normal. I've taught her her address and phone number. (x) No, she'll get a book and look at it and then the next moment she'll get up and go and look at something else. To Item 6: Only one. (a) That's the one around the corner that she goes to play with. (b) Jump rope, like all the kids do. I don't know (x) I don't pay much attention to them. My mind don't be on them. I have so much to do that I don't pay any attention to them, unless they want something when they are around here. They jump rope. (c) Here or around the corner. I don't let her go too far from here. I can see the other little girl's back yard (mother motions out the window). (d) Either here in the house or outside on the block. Usually she is not alone; the other kids are usually around. (e) She has dishes from Christmas. Her dolls, but she doesn't touch

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		them much. Now she wants to be outside with the other kids. She wants to learn the big games.
(5) The mother's report indicates that the child has few symptoms which could indicate behavior problems, versus The mother's report does indicate that this child may have behavior problems.	Is your child a little fearful? Of darkness, dogs, etc.? (Item 23) Can you leave your child alone? For how long a time? (Item 24)	Mothers who mentioned four or more fears of the child, or three with additional indication that the child had special difficulty being away from her for long periods were coded (-).
(6) The mother's description of some of her child's characteristic moods distinguish him quite readily from other children, versus The mother's description of her child's characteristic moods does not distinguish him well from other children.	What does your child do when he is happy? What does he do when he is angry? (Item 21)	The following response was reported for a (+) rating: To Item 21: (At this time she put her hand on her face . . . had to think.) I know he talks a lot about whatever he has to talk about. I know he laughs a lot. . . . Well, he goes off and sticks out his mouth. Mumble words. Then he goes and does something with his brothers and sisters so he can pick a fight. The following response was reported for a (-) rating: To Item 21:

Indicators	Questionnaire Items	Sample Responses ^a
		I don't know, well, Brenda is different from the rest. She is pleased most of the time. . . . Cry.
(7) The mother keeps a regular schedule for this child. In her absence, she has someone to care for him, and she may devote special attention and care to him, versus There is no indication that the mother schedules this child's activities, or gives special care and attention to him.	What is an ordinary day like for you and your child? (Item 1) Do you now have assistance in caring for your child during the day? Who and with what do they help you? (Item 15) (If husband present) How does your husband help you in caring for your child? (Item 16a)	Only mothers who indicated sharing child care responsibilities with some other mature (over eighteen) adult were coded (+).

Variable 3: Cognitive controls used with the child

(1) The mother reports having discussed with her child what to expect or anticipate in preschool with regard to the teacher, other children, new learning, for example, versus The mother reports telling her child very little of what to	Did you prepare your child for his first day in the preschool program? What did you tell him to expect? (Item 37)	The following response was recorded for a (+) rating: To Item 37: Yes. About a week before he started I told him he was going to school. I told him how to play with the children and how to mind
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expect in preschool. She either tended to focus upon what he was to do, or told him nothing at all.

the teacher and how to be a good boy in school.

Responses of the following type were also given a (+) rating:

To Item 37:

Sort of. I talked to her and I told her it would be like nursery school.

The following response was recorded for a (-) rating:

To Item 37:

Yes. I really didn't tell her too much to expect as her brother had told her. Not to cry, not to suck her fingers, where to stand to be picked up. She had met the teacher, she had been there before school started and had played in the room. I carried her over, so she was up on that.

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(2) The mother reports being an agent in her child's awareness of his own physical color and/or ethnicity, or that she plans to be when he is older, versus

Does your child know he is a Negro? How did he find this out? Do you plan to tell your child this directly when his is older, or do you feel it is better for

Indicators	Questionnaire Items	Sample Responses ^a
The mother reports that she has not and/or will not be an active agent in discussing this with her child.	him to learn this more indirectly later on? (Item 29)	
(3) The mother reports using primarily verbal control to punish (and possibly reward) her child, versus The mother reports using primarily physical controls to punish her child.	Think about the last time your child did something that really made you angry. Did you do anything at the time to show him that you were very annoyed with him? What did you do? (Items 34b, 34c) When you have to punish your child, are you <u>most</u> likely to (a) put him to bed without supper, (b) put him in a room by himself for a while, (c) give him a good whipping, (d) tell him he should be ashamed of himself, (e) give him one good slap, (f) tell him you don't love him when he's bad? Which one are you <u>least</u> likely to do? (Item 36) Here are a series of situations which may have happened to you and your child. Tell me how you have handled them (or would): Your child refuses to eat all his	The following responses were recorded for a (+) rating: To Items 34b, 34c: Yes. . . . I told her you won't go because we are going on the picnic. To Items 36a-36g: (a) No; (b) Yes; (c) Yes; (d) Yes; (e) I don't like that. I like a green switch, sometimes I pound them on their bottom; (f) Yes; (g) Tell her you don't love her. To Item 39: (a) Well, if you don't want a thing, ain't no need of making you eat it. (b) Call her in the house and say-- the rest of the day you stay in the house. (c) Well, if it's not a program for kids, I send them to

dinner, although you know he is not sick. You tell your child not to play too far away from the front of the house; later you look for him and find that he is at least a block away. You tell your child it is bedtime; he whines that he wants to stay up and watch T.V. You catch your child masturbating. (Items 39a, 39b, 39c, 39e)

bed--sometimes I let them sit up and watch T.V.--I say, go to bed and don't come out no more.

(d) Well this will be the last time. Next time I'll take you with me or find another babysitter.

(e) She play with herself all the time don't she. Well maybe sometimes she be itching and have to scratch. Don't you be itching sometimes? (I: Yes.) Well you shouldn't scratch where people can see you but sometimes the itch don't come till you get around a crowd. (f) Well, sometimes I tell her I just don't have the money. She don't like me anymore: that would be a good way not to have her worry me to death. (g) No. They sasses me, not his father. The mother, never the father.

The following responses were recorded for a (-) rating:

To Items 34b, 34c:

Um-hmm. . . . Whipped her.

To Items 36a-36g:

(a) Um-um; (b) No; (c) (Laughs)

Indicators	Questionnaire Items	Sample Responses ^a
		That's most likely; (d) Yeah; (e) Um-um, whip him, a good whipping; (f) Um-um; (g) Put her to bed without dinner, I wouldn't do that. To Item 39: (a) Well, I try and make her, I mean tell her it's good for her, try and encourage her to eat it. Cause it does happen sometimes. (b) What will I do? If I tell her I mean it, I'll spank her, that's what I'll do. (c) What do I do? If I know it's time for her to go to bed I make her go, whether she wants to go or not. (d) Well, I haven't had that done to me. I don't know what I would do. I probably wouldn't get that babysitter again. (e) Just playing with her body? (I:x) Well, I haven't had that happen to me yet, but I probably would whip her. (f) I don't know what I wouldn't do. (Laughs.) That's one question I don't know what I would do. Probably want to whip her. (g) Yeah, she'll do that sometimes.

		He's kind of easy on 'em. I speaks up, tell her what she shouldn't do. <u>Note:</u> Mothers who punished by talking or depriving their children of privileges were generally coded (+), while those who punished by whipping and/or considerable isolation were coded (-).
(4) The mother emphasizes the importance of developing specific guidelines by her child in order to get along in the world, versus The mother emphasizes behavioral passivity as a way of getting along in the world, such as being nice or having good manners, for example.	In general, what do you feel your child needs to know in order to be able to get along in this world? (Item 28)	
(5) The mother reports having models for her child to emulate, versus The mother reports having no models for her child.	Do you ever tell your child so-and-so is a good person for you to be like? (Item 35a)	

Indicators	Questionnaire Items	Sample Responses ^a
(6) The mother places some restrictions on her child's behaviors in terms of his friends and activities, versus The mother reports placing no restrictions on her child.	Can you tell me what restrictions you place on your child's play? Are there places he cannot play in the house, children he cannot play with, toys you don't allow him to use? (Items 7a, 7c, 7e)	
(7) The mother gives no indirect evidence of feeling out of control of her child's behaviors, versus The mother does not seem to be in control of her child.	What ages do you personally prefer children? Why? (Item 8) Total interview: references to child's being difficult to manage, disobedient, wilful, or overly stubborn.	The total interview was skimmed for the number of repeated references by the mother of difficulty in controlling or managing her child's behavior. Such repeated references would indicate a (-) code. To Items 9a, 9b: No, really. I feel if I had my other car I could take him to a lot more places he would like to go. . . . Like to the zoo, point out things, and on picnics. He's been asking to go to the airport to see the airplanes. (I: Anything else?) He also likes to go out of town on trips. We went to some people in Kentucky two weeks ago. To Item 33a:

		Like he was on the bus, and said what his full name and address was. We had been teaching him that. To Item 42c: I don't know. (I: Could you tell me what you think he needs to know in order to get that far?) I don't know. To not drop out. He asked about whether he would go later. (I: Anything else?) I really don't know. He's ambitious.
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Variable 4: Warmth towards the child

(1) The mother states that she is very close or close to her child, versus The mother reports that she is somewhat close or not too close to her child.	At the present time, how close a relationship do you and your child have? (Item 22a)	
(2) The mother reports that she rewards her child for good behavior with expressive gestures, versus	(Think about the last time your child did something that pleased you . . .) What did you do to show your child that you were pleased with him? (Item 33c)	

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Indicators	Questionnaire Items	Sample Responses ^a
The mother reports rewarding her child primarily with material items.		
(3) The mother reports that she believes warmth, understanding, consideration, or friendliness are important qualities for her child to develop as he grows older, versus The mother does not specifically emphasize these qualities as being important to the child to develop.	Ideally, if you could change anything about your child, what would you change? (Item 22xc) What do you think your child needs to know in order to get along in this world? (Item 28)	The following responses were recorded for a (+) rating: To Item 22xc: Not a thing. She's a hundred percent all right with me. To Item 28: (Respondent thinks some and has a funny thinking expression on her face.) Oh, to get along with people. (I:x) The difference of right and wrong on different basis of life. Respect the rights of other people. Hmmm, feel like everybody is human. I mean treat everybody human. The following responses were recorded for a (-) rating:

		To Item 22xc: I don't know of anything now. He has made lots of changes in a lot of ways. He plays with children better now. (I:x) We've seen a lot of changes in him that way, not so selfish or eats so poorly. To Item 28: Kind of got me. (Looks puzzled.) Well, I don't try to understand it myself. (I: In general, what do you feel your child needs to know in order to be able to get along in this world?) I don't know other than having an education. (I: Anything else?) (Smiles.) That's one thing that will help him. (I: Anything else?) And to know more about the Bible, and to obey God. (I: What else?) That's about it.
(4) The mother reports that she enjoys playing with her child, and that she encourages play between herself and him, versus The mother does not report encouraging or enjoying play	Do you have as much time as you would like to do things with your child? What do you usually do with him when you play together? (Items 9a, 9b)	The following responses were recorded for a (+) rating: To Items 9a, 9b: Well, right now since I've been working I don't have the time I'd

Indicators	Questionnaire Items	Sample Response ^a
between herself and her child.	(At the present time, how close a relationship do you and your child have?) What makes you know this? (Item 22xb)	like to spend with him. I really could spend more time with him. . . . Well, I tell you, if I had more time I would teach him to print his name and to tie his shoes. To Item 22xb: He always feels free to talk to me or ask me things. He's very affectionate; he hugs and kisses me. The following responses were recorded for a (-) rating: To Items 9a, 9b: No. . . . Well, I'd probably take them more places that I'd like to. To Items 22xb: She seems to be attached to me. I don't know if it's because I am not home much. She likes to sit on my lap and still sleeps with me. The following responses, from a less verbal mother, were recorded for a (+) rating:

		To Items 9a, 9b: Yes. . . . Sometimes I play, take him to the park, read to him. Enjoy things together. (Mother sighed.) To Item 22xb: Well. . . . (Mother repeated questions, became restless, and moved around in her seat.) I share my secrets with him and he shares his with me. And I feel that is close.
(5) The mother reports that she wants to be closer to her child, or at least as close, as her mother was with her, versus The mother does not report wanting to experience more closeness with her child than she did with her own parents.	Has the way your mother raised her children affected the way you try to train your own? In what way(s)? (Items 32b-32d)	The following response was recorded for a (+) rating: To Items 32b, 32c: Yes. . . . I want my children to feel free to tell me anything or ask me anything. I couldn't talk to my mother as I wanted to and I don't want my children to be this way about me. The following response was recorded for a (-) rating: To Items 32b, 32c:

Indicators	Questionnaire Items	Sample Response ^a
		To go to church and be clean. . . . Like I said: to not talk back to people, to go to church, be clean, and to be obedient. I think her way was the right way.
(6) The mother describes her child primarily using <u>positive</u> adjectives and phrases, versus The mother is likely to use <u>negative</u> adjectives in her descriptions of her child, even when her intent is to praise him. She may praise him by virtue of the absence of some problem behavior.	How does your child differ from his other brothers and sisters (Or other children if this is the only child)? (Item 4) How do you think your child will compare with other children in this preschool project? (Item 5). What things in general please you about your child? (Item 33e)	The following responses were recorded for a (+) rating: To Item 4: He is very active and more determined and alert. He seems to understand and remember better than they. To Item 5: I think he will be able to do well, keep up with them and pick up things fast. He is not shy and is quite active and outgoing in his personality. He will ask loads of questions. To Item 33e: He is rather bright. He speaks up and has an outgoing personality. Likes people. Is humorous. He

has a very vivid imagination.

The following responses were recorded for a (-) rating:

To Item 4:

I have a very peculiar child.
He's determined to have his way.
His grandmother spoiled him.
When I say peculiar, you never can
say how he will react to anything.
(I:x) He is more determined than
children I have come in contact
with. (I:x) He doesn't mind
getting spanked. He will talk
back and even though I threaten
him, he still will do what he
wants to do. He has a bad temper.

To Item 5:

Ronny can count from one to ten,
but won't do it if I ask him.
He may or may not do what the teacher
tells him to do. He is so
determined to do what he wants to
do. He is a bright child for his
age. (I:x) I think he will do
just as well as the average child.

To Item 33a:

Indicators	Questionnaire Items	Sample Responses ^a
		When I leave him with a baby-sitter and I come back and they tell me he has been good, has eaten his dinner, went to bed without raising a fuss.
(7) According to the interviewer, the mother is a warm person, versus The mother is not a warm person, according to the interviewer.	Briefly describe this mother's behavior during the interview. (Interviewer comments, Item 1) Did you like this mother? Why or why not? (Interviewer comments, Item 5)	

*Selected sample items from Slaughter (1969) study.

^aSelected sample responses from the Slaughter (1969) study.

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New Brunswick, New Jersey

COURSE WORK FOR MASTER'S DEGREE IN READING

<u>Summer, 1971</u>		<u>Instructor</u>
15:250:514	Language Arts in the Elementary School	Dr. Parker
15:250:554	Science in the Elementary School	Staff
<u>Fall, 1972</u>		
15:299:561	Foundations of Reading	Dr. Kling
<u>Spring, 1973</u>		
15:299:564	Remedial Reading	Dr. Goldsmith
<u>Fall, 1973</u>		
15:299:565	Labs in Remedial Reading	Dr. Kimberly
<u>Summer, 1974</u>		
15:299:501	Introduction to Educational Tests and Measurements	Staff
<u>Fall, 1974</u>		
15:290:513	Introduction to Early and Middle Childhood	Dr. Arnold
15:290:540	Introduction to Learning	Dr. Gillooly Dr. Cox
<u>Spring, 1975</u>		
15:299:566	Seminar in Reading Research and Supervision	Dr. Kling
<u>Summer, 1975</u>		
17:610:521	Reading Materials for Children	Miss Greene
12:830:363	Abnormal Psychology	Staff
<u>Fall, 1976</u>		
15:299:599	Thesis Research	Dr. Kling